

A SURVEY OF THE LIBRARY FACILITIES AND SERVICE IN THE JOHN R. FRANCIS
JUNIOR HIGH SCHOOL, WASHINGTON, D.C., 1965-1966

A THESIS
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CHAPTER I

INTRODUCTION

Just as public education in the United States has undergone rapid changes in its development, so have the functions of the school library been modified and expanded. The school library is an integral part of the school and it is an essential element in the school program, having a purpose identical with that of the school. While it is necessary to meet quantitative standards in order to be prepared to render effective service, the actual service given is more than cold statistics. The use made of the school library is a good indication of the educational growth of the pupils.¹

National Library Week is observed throughout the United States, focusing attention on the continuing efforts of leading citizens and librarians who are encouraging lifetime reading habits and stimulating wider public support for libraries of all kinds. The eighth National Library Week, April 25 to May 1, 1965, marked increasing recognition of the importance of libraries to our national culture and educational processes. The theme used for this national celebration was "Open Your Future, Read." In order for libraries to encourage reading, to function properly, and to render quality library service

¹Lucille F. Fargo, The Library in the School, (Chicago: American Library Association, 1939), pp.12-13.

to all people, they must add to and expand their resources to serve the educational needs of an ever-changing society.¹

In Washington, D.C., the nation's capital city, Francis Junior High School is located. The American Library Association, the District of Columbia Library Association and the Action Committee for D. C. School Libraries are responsible for focusing attention on the conditions of the libraries and the status of librarians in this city. The purpose of these organizations is to work for quality libraries and to improve working conditions of librarians in Washington.

The evaluation of Francis Junior High School was decided upon for a research topic after a thorough examination of Library Literature from 1921 to 1963.² In this aid no reference is made to any high school or junior high school in Washington. Upon further examination of the thesis catalog in the Trevor Arnett Library, four theses, upon which this study is patterned, were analyzed. They were "A Survey of Brewer High School Library" by Rabb,³ "A Survey

¹"The Grolier Incorporated Annual Award of \$1,000 Salutes the Achievements of National Library Week, 1965," Wilson Library Bulletin, XXIX (March, 1965), 545.

²Library Literature (New York: H. W. Wilson Company, 1921-1963).

³Bernice R. Rabb, "A Survey of Brewer High School Library, Greenwood, South Carolina" (unpublished Master's thesis, School of Library Service, Atlanta University, 1958).

of the Library Facilities and Services in the Lumber City High School" by Epps,¹ "A Survey of the South Side Elementary School" by Miller,² and "A Survey of the L. B. Landry High School Library" by Hooper.³ These studies attempted to evaluate the library service and facilities of the existing libraries in the light of the schools' philosophies and policies according to national, regional and state standards.

Although the literature pertaining to junior high school libraries has been regrettably limited, a great deal of helpful literature was examined relative to the school library, on library surveys, and methods of research which proved to be valuable in formulating the procedures for this study. These sources were: Methods of Research by Good and Scates,⁴ The Library Survey: Problems and Methods by E. W. McDiarmid, Jr.,⁵ Administering the School Library by John

¹Helen Reese Epps, "A Survey of the Library Facilities and Services in the Lumber City High School, Lumber City, Georgia" (unpublished Master's thesis, School of Library Service, Atlanta University, 1954-1955).

²Maxine Miller, "A Survey of the South Side Elementary School Library, Helena, Arkansas" (unpublished Master's thesis, School of Library Service, Atlanta University, 1964-1965).

³Doris Velma Hooper, "A Survey of the L. B. Landry High School Library, New Orleans, Louisiana" (unpublished Master's thesis, School of Library Service, Atlanta University, 1956).

⁴Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954).

⁵E. W. McDiarmid, Jr., The Library Survey: Problems and Methods (Chicago: American Library Association, 1940).

Coulbourn,¹ The School Library Service in the United States by Henry L. Cecil and Willard A. Heaps,² The Library in the School by Lucile F. Fargo,³ and A Planning Guide for the High School Library Program by Frances Henne, Ruth Ersted, and Alice Lohrer.⁴

Standards for School Library Programs by the American Library Association,⁵ and the Washington, D.C., school standards as listed in Survey of School Library Standards by Richard L. Darling⁶ were used to measure the effectiveness of the collection.

Characteristics of Washington, D.C.

The nation's capital had a population of 763,956, as of 1960, and of this number, 345,263, or 45.2 percent, were white, 411,747, or 53.9 percent were Negroes and 6,956, or not quite one percent,

¹John Coulbourn, Administering the School Library (Philadelphia: Educational Publishers, Inc., 1942).

²Henry L. Cecil and Willard A. Heaps, School Library Service in the United States: An Interpretative Survey (New York: H. W. Wilson Company, 1940).

³Fargo, op.cit.

⁴Frances Henne, Ruth Ersted, and Alice Lohrer, A Planning Guide for the High School Library Program (Chicago: American Library Association, 1951).

⁵American Library Association, American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1951).

⁶Richard L. Darling, Survey of School Library Standards (Washington: U.S. Government Printing Office, 1964).

were of other races.¹ Washington covers 69 square miles of the eastern bank of the Potomac River Valley beyond the Allegheny Mountains. This site was chosen as the seat of the nation's government in 1791, during the first administration of George Washington. It was once a part of Maryland.²

Education

Formal education.-- Washington is the home of 11 institutions of higher learning. Catholic University of America, founded in 1887, offers degrees on both graduate and undergraduate levels.³

Dunbarton College of Holy Cross, a four-year liberal arts college for women was founded in 1923.⁴ Georgetown University is the oldest Catholic institution of higher learning in the United States.⁵ St. Joseph's Seminary is a Catholic institution, founded in 1888, for the purpose of training young men for the priesthood. St. Paul's College prepares young men for the priesthood of the Catholic Church and in particular for missionary work as Paulist Fathers.

¹U.S. Department of Commerce, Bureau of the Census, U.S. Censuses of Population and Housing, Final Report PHC (1)-166, Washington, D.C.-Md.-Va. (Washington: U.S. Government Printing Office, 1960), p.15.

²Alice R. Hager, Washington: City of Destiny (New York: Macmillan Company, 1949), p.9.

³The Catholic University of America Bulletin, LI (February 28, 1965), 23.

⁴Dunbarton College of Holy Cross Catalogue, XXX (1965-1966), 7-8.

⁵Georgetown University Bulletin (May, 1966), p.7.

It offers the bachelor's and master's degrees.¹ Trinity College, a Catholic institution for women offers a liberal arts curriculum leading to the bachelor's degree.²

The American University, a Methodist institution, is devoted specifically to liberal arts on the undergraduate and graduate levels.³ George Washington University has a liberal arts program on the the undergraduate and graduate levels.⁴

District of Columbia Teachers College is organized under authorization by the Congress of the United States of America and is maintained by the District of Columbia for the professional education of teachers. The College was formed by a merger on July 1, 1955, of Miner Teachers College, which was founded in December, 1851, as the Normal School for Colored Girls in the City of Washington.⁵ Howard University opened its doors to students two months after a charter authorized by the 39th Congress of the United States was signed by President Andrew Johnson on March 2, 1867. It offers

¹St. Paul's College Catalog, (1964-67), pp.7-8.

²Trinity College Bulletin (1966-67), pp.2-10.

³The American University Bulletin, XLIII (December, 1966), 11.

⁴George Washington University Bulletin, LXV (March, 1966), 9.

⁵District of Columbia Teachers College Bulletin (Washington, D.C.: Wilson Building, 1964-1966), 2.

degrees in liberal arts and on the professional graduate and undergraduate levels.¹ Gallaudet College was originally incorporated by an Act of Congress on February 16, 1857, as the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind. It grants degrees in the liberal arts and sciences.²

According to the Teachers' Handbook,³ as of October 17, 1958, there were eight levels of public schools in the District of Columbia. There were 114,219 pupils being taught by 4,251 teachers in 170 buildings. This is an average of 26.6 students per teacher.

Libraries, museums and art galleries.-- There are more than 200 libraries in Washington and most of them are related to governmental agencies. The scientific research libraries are notable. Perhaps the most famous and the world's largest is the Library of Congress which was created by and for Congress in 1800.⁴ The District of Columbia public library system consists of 15 branches and two bookmobiles.

There are five museums of particular interest in Washington. The famous Ford Theatre in which President Lincoln was assassinated on April 14, 1865, has been converted into the Lincoln Museum and

¹Howard University Bulletin, XLIV (September 15, 1965), 4-5.

²Gallaudet College Catalogue (Washington, D.C.: Kendall Green, 1965-1966), 25.

³Carl F. Hansen, The Teachers' Handbook (Washington, D.C.: Junior High School Teachers Association, 1960), p.22.

⁴Agnes Rothery, "Washington, D.C.," World Book Encyclopedia, XVIII (1956), p.8620.

has been closed two years for restoration. It contains relics and exhibits, highlighting the life and death of the Civil War president. Also are included some of the personal effects of the actor, John Wilkes Booth.¹

The Medical Museum of The Armed Forces Institute of Pathology was founded in 1862 by Surgeon General William A. Hammond for the purpose of collecting specimens of wounds and diseases for study and research in the hope of diminishing mortality and suffering among soldiers. The earliest specimens procured for the museum were bones illustrating battle injuries of the Civil War and a collection of Civil War surgical instruments are still on display. The Medical Museum endeavors to provide the public with useful information about the body and to answer questions as to what effect various diseases have on the body.²

The Smithsonian Institution was founded in 1846 under the terms of the will of James Smithson, an English scientist, who bequeathed his entire fortune to the United States of America to found an establishment for the increase and diffusion of knowledge among men. This purpose is carried out chiefly by means of research, exploration, publication, and museum and art gallery exhibits. In the course of the institution's development, ten bureaus have grown up around it. They are: the United States National Museum, Nation-

¹Guide Book of Washington (Fairfax, Virginia: Prince Lithograph Company, 1955), p.7.

²Ibid.

al Gallery of Art, Bureau of American Ethnology, International Exchange Service, National Zoological Park, Astrophysical Observatory, National Air Museum and the Canal Zone Biological Area.¹

The National Historical Wax Museum is Washington's newest and most fascinating attraction and features great moments and famous personalities in American history. It was created for the purpose of stimulating interest in American history. It presents authentic likenesses of men and women who have held the stage, and provides glimpses of events which marked notable points in our history.²

The Frederick Douglass Institute of Negro Arts and History is a combination of the Museum of African Art and the Gallery of Negro History. It was established in May, 1964, as the only institute in the United States devoted exclusively to portraying through public display the cultural heritage of the peoples of Africa. Its educational program stresses Africa's creative contribution to Western culture and the implications of its rich and ancient artistic traditions in the current quest for interracial understanding. The Museum also plays a special role in the diplomatic life of the Nation's Capital, serving as a cultural "showcase" for the African nations and receiving as visitors many foreign dignitaries.³

¹Ibid.

²Ibid.

³Warren M. Robbins, Frederick Douglass Institute of Negro Arts and History (Washington, D.C.; Museum of African Art, 1966), p.1.

The National Gallery of Art contains over 30,000 works of art, including paintings, sculpture, prints and drawings, furniture, tapestries, ceramics, goldsmiths' work, and other examples of the decorative arts. The work of over 2,000 artists is represented. The paintings and sculpture given by the founder, Andrew W. Mellon, comprise works by many of the greatest masters from the thirteenth to the nineteenth century, and have formed a nucleus of high quality from which the collection has grown.¹

The Corcoran Gallery of Art was founded by William Wilson Corcoran and designed by Earnest Flagg. The collection consists of classic and contemporary European and American works.²

In the Explorers Hall of the National Geographic Society are mementos and trophies from famed Geographic's expeditions. The Library contains thousands of volumes on every phase of geography. Founded in 1888, the Society now has a membership of over 3,900,000.³

Parks and playgrounds.--- There are five large parks in Washington, and municipal and school playgrounds scattered throughout the city where vacant lots have been utilized.⁴ The large parks

¹National Gallery of Art, National Gallery of Art of the United States of America (Washington: U.S. Government Printing Office, June, 1966), p.1.

²Corcoran Gallery of Art, A Short History and Description (Washington, D.C.: The Corcoran Gallery of Art, [n.d.]), pp.1-2.

³Guide Book of Washington, op.cit., p.30.

⁴Washington District of Columbia City Directory (Washington, D.C.: R. L. Polk & Company, 1965), p.12.

are: Rock Creek Park which covers 1,600 acres. The Zoological Park covers 109 acres and has mammals, birds, fish and reptiles from all parts of the world. The East Potomac Park and West Potomac Park cover 737 acres and have playgrounds, golf courses, picnic grounds, and a tourist camp and the Washington Botanical Garden has an arboretum of tropical shrubs and a bird sanctuary.¹

Business and Communications

The people and their work.-- The majority of the people of Washington, D.C., are employed by the federal government or serve the needs of government workers. Of every 100 employed persons in the city, about 31 work in the federal and local governments, 18 in wholesale and retail trade, 11 in professional services, and eight in manufacturing. Over 93 of every 100 Washingtonians were born in the United States, and Negroes consist of more than half of the population.²

The median family income of the residents of Washington, according to the 1960 Census, was \$5,993,³ and the median school years completed for whites 14 years and over was 12.2, and for nonwhites, 10.0.⁴

¹Rothery, op.cit., p.8622.

²Tristram Coffin, "Washington, D.C.," World Book Encyclopedia, XIX (1963), 63-70.

³United States, Bureau of the Census, 1960 Census of Population PC(S1)-48 (Washington, D.C.: Department of Commerce, July 30, 1965) p.11.

⁴United States, Bureau of the Census, United States Census of Population: 1960, PC(1)-10D(Washington, D.C.: United States Government Printing Office, 1962), p.78.

Industry.-- There are approximately 617 manufacturing firms in Washington. The chief products manufactured are paper, food and kindred products. The printing and publishing industry, providing the largest single source of industrial income, employs 13,153 persons. The United States Government Printing Office is the largest plant of its kind in the world. The second largest industry, is that of food processing which employs 4,544 persons.¹

Transportation.-- Three airports handle air service to and from the city. There are two international airports, Friendship Airport located ten miles south of Baltimore, Maryland, and 35 miles from Washington, and the Dulles International Airport which is in Chantilly, Virginia, 27 miles west of Washington, D.C.,² and the Washington National Airport.

Five major railroad lines serve Washington. They are: The Richmond-Fredericksburg and Potomac, the Southern Railroad, the Baltimore and Ohio, Chesapeake and Ohio and the Pennsylvania. The two major bus lines that run into the District of Columbia are the Greyhound and Trailways.

Communications.-- Nine newspapers are published in Washington and three of these are dailies. They are: The Washington News, The Washington Post, and The Washington Star. Among the magazines

¹ United States, Bureau of the Census, Census of Manufactures, MC63(13)-9 (Washington, D.C.: Department of Commerce, 1963, p.7.

²Coffin, op.cit., p.67.

and journals published in the city, some of the best known are: The National Geographic published by the National Geographic Society, Nation's Business published by the Chamber of Commerce of the United States, and the U.S. News and World Report. In addition, Washington has 11 radio and five television stations.

The John R. Francis Junior High School

The John R. Francis Junior High School is located on 24th and "N" Streets, N.W., near the historic Georgetown and the Dupont Circle. The school's area is often referred to as an embassy complex because the part of Massachusetts Avenue where a majority of the embassies are located is near the school. Francis' boundary lines start from 16th and Harvard Street to 14th Street, south to the Potomac River, north to Rock Creek, follow Rock Creek to Connecticut Avenue Bridge, south to Kalorama Road to Columbia Road, and west to 16th Street and Harvard Street.¹ This section of Washington has recently developed into one of the most exclusive neighborhoods with only the upper income groups moving into its homes and high rise apartments. Families, especially the lower and middle income groups, are continually moving from the area. Those pupils who originally entered Francis remain here even though their residences may have changed.

On March 20, 1966, Francis Junior High School was 40 years old. It was built in the fall of 1926 and at that time it was valued

¹Carl F. Hansen, Boundary Lines, 1963-64 (Public Schools of the District of Columbia, Washington, D.C., 1964) (Mimeographed).

at more than \$1,000,000. The school was designed to serve Negro children and was named for Dr. John R. Francis, Sr., a Negro physician who was the first doctor to establish a private hospital in the District of Columbia.¹

The original purpose of the school was to meet the educational needs of Negro pupils residing within the Georgetown and "Foggy Bottom" areas who were attending overcrowded schools great distances from their homes. The only change in the purpose is that it now serves both Negro and white pupils in the area. In 1963-64, the school had 70 white students (white is considered any race other than Negro), and 902 Negro students,² and a racially integrated faculty of 45. This change came into being when complete desegregation was inaugurated in 1954, after the United States Supreme Court's ruling in the *BOLLING v. SHARPE* case.

The Physical Plant

Francis Junior High School has 26 classrooms, seven offices, a teachers' cafeteria, a student cafeteria, an auditorium with a balcony, with a seating capacity of 900, two book rooms, a boys' gymnasium, a girls' gymnasium, a clinic, a metal shop, a wood shop, two domestic science rooms for sewing and cooking, four teachers'

¹The Francis Magnet, XX, No.7 (May 8, 1947), 1.

²Reed Sarratt, A Statistical Summary, State by State, of School Segregation-Desegregation in the Southern and Border Area from 1954 to the Present (Nashville, Tennessee:Southern Education Reporting Service, 1964), p.13.

lounges, and a library. The building is three stories high with a basement.¹

Enrollment

The enrollment for the 1965-66 school year was 877.² The distribution was as follows; grade seven had 273 pupils; grade eight had 280 and there were 324 pupils in the ninth grade (See Table 1).

TABLE 1

DISTRIBUTION OF PUPILS BY GRADE, 1965-66

Grade	Number Enrolled
Seventh	273
Eighth	280
Ninth	324
Total	877

The enrollment difference in grade level is due to the mobility of the people in the areas serving Francis.

Curriculum

The curriculum for Francis Junior High School includes courses in art, business education, English, foreign languages (French and

¹Personal interview with Mr. Purcell Evans, Chief Engineer at Francis Junior High School, February 14, 1966.

²Membership Report, Office of the Principal (Washington, D.C.: Francis Junior High School, February 4, 1966).

Spanish), history, home economics, industrial arts, mathematics, science, music and physical education.¹

The individual differences of the students in the D.C. public schools are being met through a "Track" plan. This plan is based on the following concept:

Every pupil in the school system must have the maximum opportunity for self-development and this can best be brought about by adjusting curriculum offerings to different levels of need and ability as the pupil moves through the stages of education and growth in our schools.²

The "Track" plan for the junior high schools include a honors program, a general program and a basic program of study. The students in the Francis Junior High School are enrolled in two of these programs, the junior high school general program, the junior high school basic program. There is also a social adjustment class (See Table 2).

The purpose of the junior high school general program is to provide for the broad range of students in the normal distribution of intellects. Homogeneous grouping is accomplished within the track to insure the maximum development of children. All students are placed in the General Track who are not eligible for or assigned

¹Public Schools of the District of Columbia, A Brief Statement of the Content of Each of the Courses Offered in the Junior and Senior High Schools (Washington, D.C.: Franklin Administration Building, March, 1957), pp.1-49 (Mimeographed.).

²Carl F. Hansen, How We Are Meeting Individual Differences in the D.C. Public Schools (Washington, D.C.: Government Printing Division, 1961), p.1.

TABLE 2

STUDENTS ENROLLED IN THE VARIOUS PROGRAMS BY GRADE
AND SEX AS OF FEBRUARY 4, 1966

Grade	Program of Study	Boys	Girls	Total
7	General	102	128	230
8	General	134	112	246
9	General	147	115	262
	Total	383	355	738
7	Basic	22	21	43
8	Basic	21	13	34
9	Basic	29	15	44
	Total	72	49	121
-	Social Adjustment	18	-	18
	Total	473	404	877

to other tracks.¹

The entire range of junior high school subject matter offerings is covered by this track. Students may build their programs around a series of eighth and ninth grade elective subjects. The curriculum provides offerings in art, business, English, foreign languages (French and Spanish), home economics, industrial arts, mathematics, music, science, and social studies. The General Track in junior high school represents an extremely broad range in pupil potential and consequently curriculum offerings are geared or adapted to meet this broad range.²

The junior high school basic program is designed for the slow learner who is functioning academically on an elementary level, but who can be taught, at a slower pace, the essentials for personal living and citizenship. Pupils who have the ability to make up academic deficiencies and be transferred to the General Track are encouraged to take full advantage of the seventh and eighth grade courses in remedial English and remedial arithmetic.³

All subjects in the General Track are offered in this curriculum except foreign languages. The curriculum for the Basic Track provides the opportunities for the student to "departmentalize" on the junior high school level. This is in keeping with the overall

¹Ibid.

²Ibid.

³Ibid.

curriculum plan to provide organized instructional materials in subject matter fields. Among the new curriculum materials for this level are: A basic curriculum bulletin for the fields of English, mathematics, social studies and science. The health and family life education curriculum makes an important contribution to this track as well as to all other tracks.¹

Social adjustment classes are provided to serve students whose behavior is disruptive and/or who must be isolated for their own safety. A program of education and rehabilitation is conducted toward the end of returning the students to the mainstream of education as soon as possible. The class is concerned with the students' adjustment to the school situation and the school's realization of the students' problems. The teacher seeks to guide the development of these children toward better human relationships, by encouraging obedience rather than punishing disobedience; by permitting reason to rule rather than establishing rigid rules of behavior; and being democratic rather than autocratic. In this class students have fewer problems of adjustment to other persons, more time is available for individual counseling, and the students are less likely to get into trouble while in school. The social adjustment class teacher conducts instruction in core academic subjects for half a day and students are block scheduled into art, music, shops and physical education during the other half of the day.²

¹Ibid.

²John D. Koontz, Guidelines for Social Adjustment Classes, (Washington, D.C.: Office of the Assistant Superintendent, September 3, 1964), pp.1-3 (Mimeographed.)

Objectives of the Library

The objectives of the Francis Junior High School Library are those specified by Fargo:¹

1. To acquire and organize all library materials to effectively meet the needs of the curriculum and the needs of teachers and students.
2. To motivate and guide pupils in their choice of materials relating to the curriculum and their personal needs.
3. To develop, in the student, skills, an attitude of resourcefulness, and encouragement toward satisfactory personal adjustments in their use of library materials.
4. To cultivate in the students an interest in a wide range of library materials.
5. To provide cultural experiences within the library that will promote in the pupils an aesthetic appreciation of the arts.
6. To encourage the use of library resources which will serve as a basis for lifelong educational processes.
7. To provide an opportunity for boys and girls to acquire social attitudes and democratic ways of living.
8. To establish a cooperative relationship with teachers and administrators for the continuing professional and cultural growth of the school.

Purpose and Scope

The aim and objectives of education on the junior high school level should constitute elementary school objectives added to and enlarged. At this level of the child's education, he is given an

¹Lucile F. Fargo, The Library In the School (Chicago: American Library Association, 1947), p.22.

opportunity to explore many facets of education and human relations which help him satisfy many of his curiosities and interests. The library, through materials, should provide the junior high school pupil such an opportunity which will aid in developing the whole child. If this is not done, the library fails in its contribution to the child's educational growth.¹

It is the purpose of this study to evaluate the effectiveness of the library of the Francis Junior High School of Washington, D.C., to the school's program and its clientele.

Significance

It is hoped that this study will prove of value to the administration, the faculty, the pupils and other school personnel in the following ways, as stated in The Bulletin of the National Association of Secondary-School Principals:

1. To inform the administration of the importance of a junior high school library and to point out the strengths and weaknesses of the library in its educational role today.
2. To determine the caliber of library service that is rendered to the school's population with the present equipment, facilities and materials.
3. To stimulate the interest of the teachers to take an active part in the library's program and in the guidance of pupils in the use of the library facilities.

¹Cecil and Heaps, op.cit., p.27.

²"Libraries in Secondary Schools, A New Look," The Bulletin of the National Association of Secondary-School Principals, I (January, 1966), pp.10-17.

4. To serve as a guide for future studies for teachers and librarians in Washington, D.C., elementary, junior and senior schools.
5. To determine if the library's objectives and relationship to its clientele is being carried out successfully according to recommended standards.
6. To determine if the present library quarters are adequate for the school's enrollment according to the American Library Association standards.
7. To determine if the library collection meets the needs of the curriculum.

Methodology

The data for this survey were collected during the 1965-1966 school year. The procedures used for obtaining data for this study are set forth in A Planning Guide for the High School Program by Frances Henne, Ruth Ersted and Alice Lohrer.¹

The self-survey method of research was used as defined in The Library Survey: Problems and Methods by E. W. McDiarmid, Jr.²

Data were collected by general observation of the school, interviews with the principal, the supervisor, the teachers, the pupils and other school personnel. A study of the policies and procedures of school laws in Washington, D.C., as they apply to school libraries and librarians are presented as found in the Rules for the Public Schools of the District of Columbia.³

¹Henne, Ersted and Lohrer, op.cit.

²McDiarmid, op.cit., p.3.

³Board of Education of the District of Columbia, Rules for the Public Schools of the District of Columbia (Washington, D.C.: Franklin Administration Building, October 18, 1961).

Descriptive information about Washington, D.C., and the area in which the school is located was obtained from the school's files, the Washington, D.C., City Directory¹ and the World Book Encyclopedia.² An analysis of the library's activities and service for the school's enrollment was made from the information compiled in daily records for the first semester and half of the second semester of the 1965-1966 school year, and the annual library report.

A measure of the book collection was made according to the inventory procedure set forth in A Planning Guide for the High School Library Program by Henne, Ersted and Lohrer.³ The inventory procedure was done by presenting books according to (1) Dewey Decimal Classification Scheme, (2) the number of titles, (3) the number of volumes, and (4) the number of titles published within the last five years.

The appropriateness of the magazines subscribed to and those that are acquired by gifts were evaluated according to the list of magazines in 101 Magazines for Schools by Cundiff.⁴

Information on the library quarters and equipment were considered according to accessibility, adequacy of space, the amount of

¹Washington District of Columbia City Directory, op.cit.

²Coffin, op.cit., p.63.

³Henne, Ersted and Lohrer, op.cit.

⁴Ruby Ethel Cundiff, 101 Magazines for Schools (Nashville, Tennessee: Tennessee Book Company, 1959).

standard equipment and the attractiveness of the library.

The financial information was collected from the library's 1965-1966 yearly book orders and one annual magazine and supplies order. Additional financial information was obtained from the school's financial reports.

To ascertain the use of the library by students, teachers and other personnel, a compilation of daily, weekly, monthly, and annual records for the first semester and half of the second semester of the 1965-1966 school year was used. The type of requests made for materials and other services which require the assistance of the librarian was analyzed from information collected daily. The final chapter contains a summarization based on the data obtained.

CHAPTER II

THE SERVICES AND USE OF THE LIBRARY

Services

Service to Teachers

Each teacher at the John R. Francis Junior High School has a planning period each day, and from four to six teachers spend this period in the library daily. At this time the teacher may collect materials for classroom use, make lesson plans, prepare reports and select materials for students to use in the library. Since all teachers are not in the library at the same time, the librarian has the time to work closely with the teacher in finding materials that are needed.

Materials for classroom work, faculty meetings, bibliographies, assemblies, and exhibits are assembled upon request by the librarian and student assistants. New titles are selected and recommended for purchase three times a year, October 1-10, January 1-10, and March 1-10. Such recommended selection tools as the Standard Catalog for High School Libraries,¹ Basic Book Collection for Junior

¹Standard Catalog for High School Libraries (8th edition) (New York: H. W. Wilson Company, 1962).

High Schools,¹ Junior High School Library Catalog,² and the Children's Catalog³ are made available for the use of the teacher.

During this selection period, only about ten of the 45 teachers request these aids and select titles. Each teacher may select ten to fifteen titles and all titles are ordered if funds are available.

All new titles of books, recordings, filmstrips, superintendent's circulars and pamphlets are listed in a Daily Bulletin prepared by the principal which includes the order of meetings for the day, materials added to each department of the school, reminders of circulars posted on the office bulletin board, information about students, the cafeteria menu, thank-you notes, and field trip activities.

Service to pupils

The library program of the John R. Francis Junior High School encourages the students to use the library materials on their own. The shelves are open, and the students are allowed to browse and choose books they wish.

Pupils participate in the selection of library materials by

¹Basic Book Collection for Junior High Schools. Compiled by Joint Committee of the American Library Association, National Teachers of English, and National Association, Margaret V. Spengler (ed.), (Chicago: American Library Association, 1960).

²Junior High School Library Catalog (1st. edition) (New York: H..W. Wilson Company, 1965).

³Children's Catalog (10th edition) (New York: H. W. Wilson Company, 1961).

making suggestions to their classroom teachers and librarian about their favorite reading materials. Each semester the librarian collects from the English teachers any titles or subjects that students have suggested, to add to the library collection. The ninth grade English pupils are required to read at least nine fiction books during the year and a written review on each book is prepared prior to graduation. From the ninth grade English classes students suggested 32 titles and 18 subject areas that they enjoyed reading most in 1965.

An annotated graded reading list for the junior high school grades is distributed in the spring by the District of Columbia Public Library to each student. From this list, teachers check titles that students indicate they would enjoy reading. If these titles are not in the school library, but are listed in the recommended selection tools, they are ordered. From these lists, 25 titles were ordered in the first ordering period of the 1966-67 school year.

The Student Council has two members who serve as library assistants. At the regular meetings of the Student Council, each Monday, these library assistants collect from class section representatives any titles or subject areas that their sections might have requested or discussed for addition to the library collection.

At a 20-minute period each day, a guidance period is held for the 33 class sections of the seventh through ninth grades and the use and improvement of the service of the library is a part of these

guidance discussions. From this phase of the school program, during the second ordering period of the 1965-66 school year, eight books on careers, six books on job opportunities, two books on debating, and two books on parliamentary procedure were added to the library collection.

Pupils come to the library individually, in groups, or as a class to use its materials. Those who are assigned to work on projects, book fairs, science fairs, social studies exhibits, and essay contests may assist the librarian in collecting and assembling books, pamphlets, brochures, pictures, record jackets and articles from the library's collection as well as from other departments of the school. In the handling of these materials, the students become familiar with materials that were unfamiliar to them and it encourages some of them to use the library's facilities on other occasions when they are not assigned to special projects.

There are six student library aides in the John R. Francis Junior High School Library. These students assist the librarian 15 minutes before school opens by recording attendance, checking in the periodicals, charging out books and running errands. For an hour after school closes, they perform routine circulation and house-keeping duties and simple technical work such as pasting pockets, clipping and shelving.

Service to School Personnel

The library provides service for all employees of the school. Non-book materials for display purposes are selected by the librarian

from such sources as health centers, businesses, government agencies and insurance companies at the request of the school personnel to cover needs and interest of the cafeteria workers, the custodial staff, the school nurse, the engineers, and the guidance counselors.

A special career file was started at the beginning of the 1964-65 school year at the request of the guidance counselors for more non-book material on various careers. Three volumes of Occupational Briefs, a career exploratory kit alphabetically arranged with 597 brochures on various careers, and 105 pamphlets published by the Chicago Institute for Research were purchased. Additional pamphlets and books pertaining to careers are requested by the guidance counselors or selected by the librarian and added to the collection.

During the 1965-66 school year, the custodial staff requested the following materials from the library: Catalogs of supplies and equipment, books and pamphlets on maintenance and repairs, and two copies of the book Custodian at Work¹ to be placed on open shelf for the general use of the staff. Requests made by the school engineers during the 1965-66 school year were for materials on electricity, standard operating procedures for stationary engineers and information on the purification of water.

The Twilight School

In addition to the regular school program, there is a special program at the John R. Francis Junior High School for maladjusted boys.

¹N. E. Viles, Custodian at Work (New York: University Publishing Company, 1941), 391p.

This is known as the Twilight School, a late afternoon educational and counseling centered program which has been designed to help boys whose behavior has degenerated beyond the tolerance of a regular school and classroom placement. The school operates from 3:30 until 7:30 P.M. It has a staff of four teachers and a principal who may borrow library materials for their classwork. The library services are not generally available to the students. Students who are given special assignments and brought to the library by the classroom teacher are not denied the use of the library and may use the facilities the 30 minutes that the library is open.¹

Accessibility Factors

The John R. Francis Junior High School Library is opened at 8:30 A.M., 15 minutes before school opens and it remains open each period except the first lunch period, which is the third period in the school day. The library is also open one hour after school, from 3:00 to 4:00 P.M. daily.

Pupils may visit the library with a building pass which is issued by the teacher, any time during the school day. There are no scheduled study periods for students during the school day.

The seating capacity of the library is 54, which is 6.1 percent of the total enrollment of 877. The American Library Association recommends for the reading room area at least 10 percent of the en-

¹John D. Koontz, Twilight School (Washington, D.C.: Office of the Assistant Superintendent, September, 1965), pp.1-4. (Mimeographed.)

rollment in schools having 551 or more students.¹ The John R. Francis Junior High School Library does not meet this specification.

No library card is needed for students to borrow books from the school library, but a library sheet with the pupil's name, address, parents' names, the person responsible for the pupil's debts, phone number, class section, and homeroom teacher's name is kept on file in the library. All overdue or lost books are recorded on the pupil's library sheet along with the appropriate fine.

Other Uses of the Library

The library is used at least four days during the beginning of the school year for late registration. During the year the guidance counselors may use the front part of the library for testing, if no other room is available. These tests are conducted very quietly with only the person in charge giving instructions at intervals. The library has two entrances and is large enough to accommodate testing activities without interfering with the service of the library.

At various times during the school year, whenever the need arises, parents are requested to come to the school for conference with teachers. During the 1965-66 school year three such conferences were held in the library.

The Parent Teachers Association executive meetings are held in the library at least three times during the school year -- at

¹Standards for School Library Programs, op.cit., p.119.

night. These meetings do not interfere with the service of the library and are welcomed in order to give the parents an opportunity to visit the library.

Attendance and Use

An attendance record was kept by the library for the week of November 15-19, 1965. The records revealed that there were from 64 to 87 students and from 15 to 21 teachers attending the library daily. The total attendance for the week was 400 students and 82 teachers. The library was used most by teachers during their planning periods, and by students between 8:45 and 9:00 A.M., and from 3:15 to 4:00 P.M. It was used less by students during the school day, and less by teachers between 8:45 to 9:00 A.M., and 3:00 to 4:00 P.M. The average daily attendance for teachers was 16 and the average for pupils was 80. The library was filled to about an average of 25 percent of its capacity for most class periods during the week when the attendance was recorded (See Table 3).

Poor library attendance is reflected by the lack of scheduled study periods, the paucity of outside reading assignments, the practice of textbooks centered teaching, and possibly the absence of pupils having access to libraries or library training in elementary schools. The library sheet may also have a negative effect, especially since a child may not borrow a book if he owes a fine.

Classes and groups of students are brought to the library for class projects, library instruction, research, individual assignments, and to borrow books. Many students prefer coming with a class rather

TABLE 3

LIBRARY ATTENDANCE FOR NOVEMBER 15-19, 1965

Time Period	Monday			Tuesday		
	Students	Teachers	Percentage of library seating capacity	Students	Teachers	Percentage of library seating capacity
Before School	5	-	-	5	-	-
9:00 - 9:49	4	2	11.1	1	2	5.5
9:49 - 10:38	25	3	51.8	1	2	5.5
10:38 - 11:31	LIBRARY CLOSED FOR LUNCH					
11:31 - 12:00	4	2	11.1	2	2	7.4
12:00 - 1:18	6	2	14.8	8	2	18.5
1:18 - 2:07	27	2	53.7	33	2	64.8
2:07 - 2:56	3	3	11.1	20	3	42.5
After School	12	2	-	16	2	-
Total	84	16	-	87	15	-

TABLE 3 (Continued)

Wednesday			Thursday			Friday			Total	
Students	Teachers	Percentage of library seating capacity	Students	Teachers	Percentage of library seating capacity	Students	Teachers	Percentage of library seating capacity	Students	Teachers
10	3	-	6	2	-	7	-	-	33	5
23	3	46.2	5	2	12.9	28	3	57.4	61	12
2	2	7.4	3	2	9.2	31	3	62.9	62	12
LIBRARY CLOSED FOR LUNCH										
3	4	12.9	30	3	61.1	1	1	3.7	40	12
11	3	25.9	22	2	44.4	3	1	7.4	50	10
9	2	20.2	2	1	5.5	2	2	7.4	73	9
6	4	18.5	5	2	12.9	4	4	14.8	38	16
-	-	-	9	1	-	6	1	-	43	6
64	21	-	82	15	-	82	15	-	400	82

than getting to school early in the morning for study or staying late during the afternoon. Pupils can come to the library during the school day with a building pass, but very few are sent or desire to come. This is due largely to the fact that regular classroom work is held each period and the students do not have any free hours. Students who want to use the library during a part of a lunch period may do so.

Individual visits to classroom teachers, faculty meetings devoted to the use of the library and its facilities, frequent conferences with teachers and statements in the Daily Bulletin concerning the use of the library are carried on periodically by the principal and librarian to encourage the maximum use of the library by students and teachers.

Some teachers either bring or send their classes or small groups to the library for special assignments. The English, social science, and science teachers bring classes to the library from four to six times a semester; the home economics, music and physical education teachers twice a semester and the shop teachers and social adjustment teacher and their classes use the library about once per semester. Classes of students are under the supervision of the subject matter teachers and the groups of students are supervised by the librarian. The assignments of these students may relate to reference work or to titles for outside reading.

Teachers have complained to the librarian about the fact that classes could not use the library unless a schedule for such service

is arranged three or four days in advance. Scheduling classes several days in advance and presenting a plan of work requires additional paper work for teachers, which is apparently too taxing. They also complain about the lack of library storage space which prohibits back issues of newspapers, and magazines to be kept more than a year, and that they cannot find needed books easily because of the backlog of non-cataloged materials.

Use by Non-teaching Staff

The non-teaching staff of the John R. Francis Junior High School may use all the facilities of the school library. There is no separate record kept as how much these persons use the library, but the librarian would guess that about 31 books were borrowed by the non-teaching staff during the 1965-66 school year, and about two persons per week visited the library. Requests for assistance are rare.

Librarians's Observations and Opinions

The librarian from general observation and talking with students has learned that: (1) Teachers make assignments without first checking to see if materials are in the library; (2) Many students do not write the assignment down, thus making it impossible for the librarian to know the exact assignment; (3) Many students expect the librarian to give individual help in finding materials without first attempting to find it themselves; and (4) Teachers often do not give enough descriptive information about a book to enable a student to find it

without some difficulty

Analysis of library service to meet students' requests

Table 4 shows that during the month of April, 1966, a total of 432, or 85 percent, of the students' requests for library materials were filled, and 75, or 15 percent, of the requests were not filled. There were 200 factual questions asked. Of these 165, or 83 percent, were answered and 35, or 17 percent, were not answered. There were 175 requests for materials for field trips, reports, and assignments. Of these, 140, or 80 percent, were filled, and 35, or 20 percent, were not. The requests that were unanswered were due to lack of time on the part of the librarian, or because the needed materials were not in the library. In some cases materials requested were already in circulation and no duplicates were on hand.

Analysis of library service to meet teachers' requests

Table 5 shows that during the period of February 7-18, 1966, 246, or 75 percent, of the teachers' requests were answered. There were 80 factual questions asked by the teachers, 56, or 70 percent, were answered, and 24, or 30 percent, were not answered. There were 70 requests for materials for class assignments. Of these 56, or 80 percent, were filled, and 14, or 20 percent were not. There were 40 requests for materials to be used by teachers in curriculum planning and of these 26, or 65 percent, were filled, and 14, or 35 percent, were not. Most of the requests for remedial reading materials were filled. Because of the lack of time, 48 requests were un-

TABLE 4

ANALYSIS OF LIBRARY SERVICES TO MEET STUDENTS' REQUESTS
DURING THE MONTH OF APRIL, 1966

Type of Request	Requests Answered		Requests Not Answered		Total Number of Requests Made	Reasons Requests Could Not Be Answered		
	Number	Percent	Number	Percent		Lack of time on part of Librarian	Needed Materials not in the library collection	Needed Materials in Circulation
Factual Questions	165	83	35	17	200	10	20	5
Materials for Field Trips, Reports and Assignments	140	80	35	20	175	18	6	11
Materials for Extra-curricular Activities	115	96	5	4	120	2	-	3
Compilation of Reading Lists	12	100	-	-	12	-	-	-
Total	432	85	75	15	507	30	26	19

TABLE 5

ANALYSIS OF LIBRARY SERVICES TO MEET TEACHERS' REQUESTS
FEBRUARY 7-18, 1966

Type of Request	Requests Answered		Requests not Answered		Total Number of Requests Made	Reasons Requests Could Not Be Answered		
	Number	Percent	Number	Percent		Lack of Time on part of librarian	Needed Material not in the library Collection	Needed Material in Circulation
Factual Questions	56	70	24	30	80	10	12	15
Materials for Class Assignments	56	80	14	20	70	20	5	6
Materials for Curriculum Planning	26	65	14	35	40	8	5	-
Materials for Extra-Curriculum Planning	21	70	9	30	30	6	9	-
Compilation of Reading Lists	12	80	3	20	15	4	-	-
Remedial Reading Materials	75	83	15	17	90	-	15	10
Total	246	75	79	25	325	48	46	31

answered and 46 requests required use of material that was not in the library. A need for more duplicates was indicated by the fact that 31 requests were unanswered because needed materials were in circulation.

Books Circulated

Table 6 shows the circulation figures for the month of March, 1966. Out of the 411 books circulated to students, 264, or 64.23 percent, were fiction and a relatively few reserve and nonfiction books were borrowed. It has been observed that pupils seldom take library books home. Even though from four to six teachers spend planning periods in the library daily, only 40 books were withdrawn to be added to the non-classroom collections for teaching purposes. (Non-classroom collection refers to books borrowed by teachers to supplement the use of the textbook and enrich the classroom instruction). These books are generally not used by the students and are more of a professional nature.

Library Instruction

The library instruction program is designed to reach all the students in the school. During the first semester, all seventh grade English classes are brought to the library for three consecutive class periods and given instruction on the use of the library and its facilities by the librarian. The eighth and ninth grade students are scheduled for instruction at least twice during the first and second semester and are brought by their subject teachers

TABLE 6

NUMBER AND TYPES OF BOOKS WITHDRAWN BY STUDENTS
AND TEACHERS IN MARCH, 1966

Type of Material	Number of Books Withdrawn by Students	Number of Books Withdrawn by Teachers	
		Classroom Collection Use	Non-classroom Collection Use
Reserve Books	58	9	15
Fiction and Short Stories	264	17	7
Nonfiction	89	35	18
Total	411	61	40

to the library. The library instruction for eighth and ninth grades is geared to include the use of magazines and other non-book materials, which is generally mentioned but not thoroughly covered in the training for the seventh grade.

In addition to the library instruction held in the library, the following library skills are taught by the English teachers to all grades, as outlined in the English curriculum of the school system: (1) Organization and operation of a library, (2) Using a card catalog, and (3) Locating and using references. When this unit of work is reached by the English teachers, the classes are brought to the library to examine the card catalog, locate answers to questions at the end of the unit in reference tools and to observe the organiza-

tion and operation of the library.

A further appreciation of the library as an educational agency is extended through field trips to the Central Public Library of the District of Columbia and two of its branches, the Library of Congress, and the Folger Shakespeare Library. These field trips are a part of the school program called "Widening Your Horizons" which is designed to give students an opportunity to visit libraries, theaters, museums, art galleries, symphonies, and other places of interest in Washington and other cities.

Summary

The library affords the opportunity for teachers to collect materials for classes, to plan their work, and to screen materials for student use in the library. Upon request, the librarian and student helpers assemble materials desired for any activities. The teachers are also given the opportunity to recommend books to be purchased for the library, and the librarian makes available a current listing of all new materials.

The open shelves of the library afford the pupils freedom in the use of the library. Books suggested by the pupils to either their classroom teachers or student council representatives have been added to the school library. Pupils use the library individually, in groups, or as a class, depending upon the nature of the activity. Some pupils gain invaluable experience in library work while performing their duties as library aides and through their participation in the Library Club.

The non-teaching staff of the John R. Francis Junior High School has access to all the facilities of the school library, but they seldom use it. The library attempts to meet the needs of the school nurse, the custodial and engineering staff, the cafeteria staff, the guidance counselors and the administrative staff through the acquisition of books and non-book materials from various agencies for information or display. The personnel connected with the Twilight School for maladjusted boys may borrow materials for their classwork, but the library services are only available to the pupils for 30 minutes.

The library is open to all regular pupils from 8:30 A.M. to 8:45 A.M. and from 3:00 P.M. to 4:00 P.M. daily. At all other times, with the exception of the third period when the librarian is at lunch, pupils may visit the library with a building pass which is issued by the teacher, and in groups under the supervision of the teacher in charge.

The seating capacity of the John R. Francis Junior High School Library is 54, less than that recommended by the American Library Association for schools with similar enrollments, but it does not suffer from overcrowdedness. Rarely is the room ever two thirds full.

During late registration at the beginning of the school year, the library is used a few days. Also during the school year, some testing is done in the front part of the library by the guidance counselors. Parent-teacher conferences and the Parent Teachers

Association executive meetings are held in the library at least three times during the year.

An attendance record kept for the week of November 15-19, 1965, revealed that the daily average attendance was 25 percent of the library's seating capacity for most class periods. Lack of scheduled study periods and limited outside reading assignments were cited as some reasons for poor library attendance. Frequently class groups visit the library with their teachers for library instruction, class projects, or individual assignments. The library tries to encourage and stimulate the use of the library through classroom visits, conferences with teachers, announcements in the school's Daily Bulletin, teaching the use of the library to each class and visiting other libraries in the city.

The non-teaching staff uses all the library facilities, but no record is kept of the frequency. From the librarian's guess, approximately 31 books were borrowed and about two persons per week visited the library during the 1965-66 school year.

From the librarian's day to day observations it appears that teachers make assignments without checking the availability of materials in the library, that students fail to take down assignments accurately, and that students show little initiative in finding materials before consulting the librarian. All of these factors contribute to the ineffective use of the library.

In February, 1966, the librarian was successful in filling 246, or 75 percent, of the requests made by teachers and 432, or 85 percent,

of the requests made by students. The requests not filled for both teachers and students were relatively high and due largely to the lack of time on the part of the librarian to answer the requests, or due to lack of materials.

Library instruction is given to all students from grades seven through nine. The instruction is geared to include the use of magazines and other non-book materials. The school's English curriculum includes a unit on the organization of the library, the use of the card catalog, and the use of reference materials.

Field trips are made to the public libraries of the District of Columbia, the Library of Congress, the Folger Shakespeare Library, and other places of interest to broaden the students' horizons and to develop their appreciation of the library as an educational institution.

CHAPTER III

THE LIBRARY AND ITS MATERIALS

Government

The librarian is responsible to the principal of the school. There is a supervising director of library science in the school system who serves in an advisory capacity.

Until 1964, the library was served by an itinerant librarian who divided her time between two schools. The present libearian has completed her classroom requirements for the degree of Master of Science in Library Service and has held this position since 1964.

The Librarian

Responsibilities and Activities of Librarian

The responsibilities of the librarian of the John R. Francis Junior High School are: (1) cataloging books and non-book materials; (2) filing; (3) typing correspondence, catalog cards, book cards and book orders; (4) teaching the use of library skills; (5) selecting library materials; (6) taking inventory; (7) instructing library aides; (8) attending professional meetings; (9) distributing library materials to classroom and offices; and (10) promoting library publicity. The librarian is also engaged in some non-library connected activities such as (1) cafeteria and hall supervision; (2) promoting assembly programs; (3) directing school plays; and

(4) taking pupils on educational field trips.

Quarters and Equipment

The John R. Francis Junior High School Library is located on the first floor of the building adjacent to the front lobby entrance. The front side of the room has six large windows that are adjustable from top and bottom, which permit steady streams of sun on bright days. Each window is equipped with two sets of shades, a light one for general use and blackout shades for the use of films.

The walls of the library are painted a soft green with fluorescent lamp fixtures in the ceiling, which add to the brightness and cheerfulness of this room. One negative feature of the room is that the floors are of wood without any covering to repel sound.

The library room consists of an area 24 feet wide and 65 feet long and it has 35 sections of adjustable shelves. Two doors are here, one for entering and the other for exiting. Since there is no workroom provided for the processing of library materials, the reading room has an area which is equipped with two work tables, a typewriter, three typewriter tables and a small desk. According to the Standards for School Library Programs,¹ library quarters should have sufficient office, work and storage space.

The library is equipped with a central circulation desk under which some materials may be stored, a bulletin board, a peg board, a flannel board, a classroom desk, a telephone, nine library tables

¹Ibid., p.123.

which will seat 54 people comfortably, 54 straight chairs, two display glass front cabinets with shelves, a vertical file, a record cabinet, a picture file (cabinet type), a bookcase with two shelves and glass front for career materials, a newspaper rack, two magazine racks, a dictionary stand and a dictionary and atlas stand combination, and an upright card catalog with 30 drawers. The Standards for School Library Programs¹ recommends a seating capacity of 10 percent of the enrollment in schools with more than 550 students. The seating capacity of the Francis Junior School Library is 54. This is 61 percent of the total enrollment, 877. According to the American Library Association, a school of this size should have a seating capacity of 88.

Materials

Books

According to the library's shelf-list, there are 3,729 titles and 4,973 volumes in the John R. Francis Junior High School Library (See Table 7). The minimum size of the collections in schools having 200-999 students should be from 6,000-10,000 books.²

The fields that are represented most are general works, fiction, social studies, useful arts, biography and history. Less books are found in philosophy, religion, language, literature and fine arts.

¹Ibid., p.93.

²Ibid., p.25.

TABLE 7

HOLDINGS OF THE LIBRARY BY CLASSIFICATION AND
RECENCY, DECEMBER, 1966

Classification	Number of Titles	Number of Volumes	Titles Published within Last Five years	
			Number	Percent
000-Gen Works	390	476	100	25.9
100-Philosophy	68	90	31	45.6
200-Religion	45	49	30	66.7
300-Social Science	343	405	95	27.7
400-Philology	44	67	34	77.3
500-Pure Science	236	352	111	47.0
600-Useful Arts	385	669	107	27.8
700-Fine Arts	249	326	51	20.5
800-Literature	223	373	42	18.3
900-History	493	577	148	30.0
910-Travel	170	209	63	37.0
921-920 Biography	315	425	52	10.1
F-Fiction	678	845	140	20.7
Story Collection	90	110	15	16.7
Total	3,729	4,973	1,019	27.4

The greatest proportion of books published in the past five years are in language and religion. However, there are a relatively few books found on these subjects. In the pure sciences only 47 percent may be considered recent and in the useful arts only 27.8 have been published within the last five years.

The Francis Junior High School Library does not meet either the standards for the number of books per student nor the standard for annual expenditures for a school library of its enrollment. The number of books per student as of June, 1966, was 5.7 compared to the ten recommended. The amount of annual expenditure allotted for library books was \$887.00, as compared to the minimum amount of \$3,508.00 recommended by the American Library Association for a school of this size.

There are 225 paperback books in the library collection. They include such subjects as sports, biography, cooking, science, government, reference, grooming, and fiction. These books may not be borrowed for home use, but may be used in the library and circulated to the classrooms. Paperback books are not purchased from the library allotment, but are obtained through gifts. Of the 225 in the library collection, only 73 were published within the last five years.

Pamphlets

The library has a collection of 497 pamphlets on open shelves. They are in pigeonhole-like containers lettered A through Z, and are easily accessible to the users. The vertical files contain about

278 pamphlets. The sources of most of the pamphlets are government agencies, businesses, organizations and health centers in the District of Columbia. Others are selected from the H. W. Wilson selection tools, publishers' catalogs, and Free and Inexpensive Materials.¹

These pamphlets are selected to supplement the book collection for materials relating to the classroom needs and extra-curricular activities. They are used most frequently by the teachers in the science and social studies departments, who are interested in current materials that have not been released in book form.

There are no subject cards in the card catalog for pamphlets, but all new pamphlets are listed in the school's Daily Bulletin and these bulletins are kept on file in the library for reference. Pamphlets are added to the collection at the rate of about five or six per month.

Periodicals

Periodicals are ordered directly through the school's Procurement Office and must be selected from the list of approved magazines and newspapers issued each year by a Committee on Magazines and Periodicals. This committee is made up of 11 public school librarians in the District of Columbia and the supervising director of library services. Allotments are made on a per pupil basis, and the allotment for periodicals for the Francis Junior High School

¹Thomas J. Pepe, Free and Inexpensive Educational Aids (New York: Dover Publications, Inc., 1962), p.192.

Library was \$266.00 for the 1965-1966 school year. With this amount, 68 periodicals were purchased and the Standards for School Library Programs suggest a minimum of 70 titles which should not include professional journals.¹ Of this number, 43 are listed in 101 Magazines for Schools.²

Following is a list of the magazines and newspapers to which the Francis Junior High School Library subscribed:

American Girl	Current Biography
American Junior Red Cross Journal	Design
Arts and Activities	Dramatics
Athletic Journal	Ebony
Audubon Magazine	Field and Stream
Better Homes and Gardens	Flying
Boy's Life	Glamor
Bulletin and Student Life	Good Housekeeping
Calling All Girls	Harper's Magazine
Consumer Reports	Hobbies
Consumer Bulletin	Horizon
Consumers Buying Guide	Hot Rod
Co-ed	Journal of Negro History
Crisis	Keyboard Jr.
Darker Races	Life

¹Standards for School Library Programs, op.cit., p.78.

²Cundiff, op.cit.

Look	Sports Illustrated
Mathematics Student Journal	Time
McCall's	Today's Health
Model Airplane News	Today's Secretary
Motor Trend	Travel
National Geographic	U.N.Monthly Chronicle
Nature and Science	Vogue Pattern Book
Negro History Bulletin	
Newsweek	PROFESSIONAL MAGAZINES
Outdoor Life	Booklist and Subscription Books Bulletin
Popular Photography	Business Education World
Reader's Digest	Dance
Readers' Guide to Periodical Literature	Industrial Arts
Recreation	Journal of Business Education
Saturday Evening Post	Library Journal
School Activities	Wilson Library Bulletin
Science Digest	Vocational Education
Science News Letter	NEWSPAPERS
Science World	Afro-American
	Washington Post

There is an alphabetical file of all magazines in the school library. This file consists of the H. W. Wilson periodical cards on which are listed the name of the magazine, the date, the volume number and its frequency. A list of all the library's periodicals is made available to all teachers and other personnel at the beginning

of the school year.

Audio-Visual Materials and Equipment

The audio-visual materials of the Francis Junior High School Library consist of 72 recordings, 82 pictures and six sets of filmstrips, which are available to teachers and other personnel of the school. The filmstrips were purchased with the funds allocated through the National Defense and Education Act. They were recommended by teachers in various departments and are housed in the school library for circulation.

The Finance Office of the District of Columbia Public Schools reserves funds each year for the purchasing of phonograph records. For the 1965-1966 school year it was \$25.00, and eight phonograph records were added to the record collection.

Films and filmstrips may be borrowed from the Department of Audio-Visual Instruction for the District of Columbia Public Schools. These materials may be borrowed for a period of one week. If an extension of time of loan is desired, the librarian at the Department of Audio-Visual Instruction must be consulted by telephone in advance of pick-up date. In general, materials are tightly scheduled with other schools and an extension of time is seldom possible.¹

The audio-visual equipment of Francis Junior High School is housed in the electrical department where the students are taught to repair and operate the machines. They are transported to the class-

¹Carl F. Hansen, Catalogue of Audio-Visual Materials (Washington, D.C.: Department of Audio-Visual Instruction, 1964), p.3. (Mimeographed.)

room and operated by students if the teacher requests it. This equipment consists of six viewlex filmstrips, eight record players, six tape recorders, six overhead projectors, three RCA projectors, two microphones, two amplifiers, and two opaque projectors. All are kept in good working condition.

There is no complete index of the audio-visual materials in the school library, but a mimeographed sheet is prepared each year by the librarian and the coordinator of audio-visual instruction of the materials and equipment that is available. Additional material is listed as it arrives during the school year in the Daily Bulletin. The filmstrips and phonograph records in the library represent areas related to the school's curriculum.

Although there are some audio-visual materials available in the school library, the representation compared to the number of students and teachers is very poor.

The library has no annual budget for the acquisition of films or filmstrips to the library collection which the American Library Association recommends.¹

Summary

The librarian is responsible to the principal and a supervising director in the school system who serves in an advisory capacity.

Before 1964, the library was served by an itinerant librarian.

¹Standards for School Library Programs, op.cit., p.25.

The present librarian has held this position since then, and has completed her course requirements for the Master of Science Degree in Library Service.

The librarian has no assistant to help with her duties, except six students who perform mostly housekeeping chores and run errands. The librarian also has other non-library duties connected with general school work, such as supervising the halls and cafeteria, directing assembly and school plays and chaperoning students on field trips.

The library is well equipped and furnished, but it is noisy because of the bare wooden floor. There is no storage space or workroom for technical processing of library materials. According to the Standards of the American Library Association for school libraries, the quarters of the John R. Francis Junior High School Library do not meet these specifications because it is noisy and not big enough.

The book collection of the Francis Junior High School Library is classified according to the Dewey Decimal System. While the number of books needed in the average school library is important, the kinds of fields represented is the first consideration. The fields that are represented most are general works, fiction, social studies, useful arts, biography and history. Less books are found in philosophy, religion, language, literature and fine arts. Of the 4,973 volumes, 1,019 were published within the last five years.

Through gifts, the paperbacks are on the increase in the school library. Due to the variety in subject content, these books have become quite useful as supplementary materials for classroom

use. Nonfiction as well as fiction are represented in the paperback collection of 225 volumes. These books may be used in the classroom or library, but may not be borrowed for home use.

Pamphlets which provide up-to-date data and supplement textbooks are a part of the library collection and are used mostly by the social studies and the science departments. Of the 775 pamphlets in this collection, 497 are on open shelves and 278 are in the vertical file. There is no pamphlet index, but through the Daily Bulletin the users of the library are informed of new titles and old titles that are available in the library.

Periodicals are ordered once a year, usually in the spring. This is done directly through the Procurement Office from a list of recommended magazines and newspapers prepared by a committee of public school librarians and the supervising director of library science in the District of Columbia. The Francis Junior High School Library was allotted \$266.00 during the 1965-66 school year for the purchase of 68 periodicals.

The audio-visual materials of the Francis Junior High School Library consist of recordings, pictures and a few filmstrips, which are available to teachers and other school personnel. In the 1965-66 school year, \$25.00 were spent for recordings. Filmstrips and films may be borrowed from the Department of Audio-Visual Instruction for the District of Columbia Public Schools for a period of one week. The audio-visual equipment is housed in the electrical department where students are taught to repair and operate the machines. It consists of filmstrips, record players, tape recorders, overhead

projectors, RCA projectors, microphones, amplifiers and opaque projectors.

The audio-visual service of the library does not meet the standards set-up by the American Library Association for school library programs because there are no funds available for the purchase of films and filmstrips and the library staff is not adequate to provide the service needed by the teachers and students.

CHAPTER IV

SUMMARY

This survey method of research attempted to evaluate facilities of the John R. Francis Junior High School Library to ascertain whether they meet the quantitative and qualitative criteria for measuring the adequacy of library service in secondary schools. In addition to meeting the standards for school libraries, the survey measured the extent to which the library is used for educational growth, and the extent to which reading is developed and encouraged as a lifetime reading habit.

Washington, D.C., the nation's capital, located on the banks of the Potomac River, is a city of broad streets, grand avenues, huge government buildings, circular parks, playgrounds and public schools.

The youth and citizens of the District of Columbia are served by seven school levels and eleven institutions of higher education. Three of these institutions were approved by Acts of Congress, and are supported financially by the federal government.

Among the well-known cultural outlets are the Library of Congress, District of Columbia Public Library System, the National Historical Max Museum, the Lincoln Museum, the National Gallery of Art, the Smithsonian Institution, and the Frederick Douglass Institute of Negro Art and History.

Most of the people work for the federal government; others are engaged in retail and wholesale trade, professional and personal services. The median average educational level for white people is 12th grade, and for nonwhites the 10th grade.

Five major railroad lines, two major bus lines, three airports, nine newspapers, 11 radio stations and five television stations handle the freight, traffic and communications of the greater Washington, D.C. area.

Francis Junior High School, built and designated in 1926 as a school for Negroes, is integrated, and located near historic Georgetown on 24th and "N" Streets, Northwest. The enrollment of 877 students, in 1965-1966, was taught and supervised by an integrated staff of 49 persons and a librarian.

The "Track" system, which classifies students in separate curriculums on the basis of standardized tests and teacher evaluation, is used in the District of Columbia Public School System. Students at John R. Francis Junior High School are enrolled in a general program of study for students in the normal distribution of intellects, a basic program of study for slow learners and a social adjustment class for emotionally disturbed and maladjusted individuals.

The John R. Francis Junior High School provides library service to every individual in the school -- teachers, students and the non-teaching personnel. Classes, groups, and individuals use the library and its resources for supplementary information all hours of the library day to a limited degree. Students help with the selection of

materials and borrow materials for special reports and individual interests.

Circulation, attendance and general use of the library are far from excessive. This may be attributed to the infrequency of class assignments requiring the use of library materials, the limit to which teachers encourage students to read beyond the textbooks, the unavailability of library facilities during early childhood, the lack of free class periods during the school day, and the restriction of library use if a pupil owes a fine.

The librarian of John R. Francis Junior High School attempts to teach the students the basic skills required to use any library with ease and assurance. These lessons are geared not only to give the students training in basic routines but also to provide them with knowledge of the materials. The teachers of English also teach a unit on library instruction but its effectiveness is not very evident. As the need for knowledge on how to use the card catalog or locating reference materials arises, the students tend to come to the librarian for further assistance.

The librarian tries to administer the library so that it might become a rich educational environment within which young people and books are brought together. However, the effectiveness of the librarian's efforts are hampered because she is often involved with non-library connected activities.

The reading area of the library is attractive, inviting, and adequately equipped. One drawback is its uncovered wooden floor.

The total space available for reading and study does not accommodate the number of students recommended by national standards -- around 15 percent of the school's enrollment or more. On the other hand, rarely is this room filled to more than half of its seating capacity, which is 54.

The library collection includes books, periodicals and pamphlets, and a limited amount of the projected and recorded materials. The collection provides basic instructional material for some curriculum purposes, supplementary material for others, as well as for personal enrichment, unrelated to formal course work. On the other hand, a large proportion of reference questions go unanswered because the needed material is not in the library or because there are not duplicate copies of some heavily used resources.

All books are classified according to the Dewey Decimal Classification System, and every subject area is represented. The collection does not cover the actual and potential reading interests and needs of all the students. Due to insufficient quantity many students cannot become aware of the riches open to them in the areas of religion, fine arts, literature, language and philosophy. Many quality paperbacks, pamphlets and periodicals are used in the courses of study, especially in the social and pure sciences.

Audio-visual instructional materials available to teachers and students in the John R. Francis Junior High School Library include a few recordings, filmstrips, and pictures. The librarian and the head of the electrical department share the responsibility of providing

adequate audio-visual equipment service which seems satisfactory.

The Department of Audio-Visual Instruction for the District of Columbia Schools loans materials to a school for one week. This period may be extended if there is no other request for the material. The scheduling of materials to be borrowed from the materials center is clumsy and results have been unsatisfactory. A better plan for the use of these materials would be beneficial. One of the obvious weaknesses of the center is a lack of sufficient duplicates.

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